Literacy

PERKS

includes reading,writing,and the creative and analytical acts involved in producing and comprehending text.

Aligned Curriculum

Multiple Assessment

Instruction & Intervention

Literate Environment

Partnerships

Professional Development

Literacy Team

Valuable Resources

Literacy Plan

Literacy PERKS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

MULTIPLE ASSESSMENTS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)
Literacy PERKS on the Nine Elements of Comprehensive Schoolwide Literacy Programs

- **Defining Literacy -** Literacy includes, reading, writing, and the creative and analytical acts involved in producing and comprehending text. --from *Read to Succeed: Kentucky's Literacy Plan*, developed by the Kentucky Literacy Partnership, June 2002

- **Using Literacy PERKS -** Literacy PERKS is designed for use by school, district, and state-level reviewers. While the Nine Elements relate to the Standards in Kentucky's *Standards and Indicators for School Improvement*, the indicators below each Element do not correspond to the SISI indicators. At the school level, the best use of Literacy PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop a schoolwide literacy plan (see section nine).

- **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

DATA SOURCES	DATA SOURCES	DATA SOURCES
I&I -Implementation & Impact Check Plans	**INT- PR, T, P, S, C, O -** Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview	**PORT** - Portfolio Analysis
CI - Curriculum and Instruction Documents		**CATS** - Assessment Results
OB - Classroom &/or Laboratory Observation	**DPT** - Departmental Meeting Notes, Minutes, Agendas	**SW** - Student Work
PO -Supply Requisitions & Purchase Orders	**IEP, 504, ESS, G/T -** Individual Education Programs, 504 Plans,	**SYL** - Course Syllabi
CP-Sch./Dist. Comprehensive Improvement Plan	Extended School Service Plans, Gifted and Talented Service Plans	**WEB** - School Websites
TI - Textbook and Other Instructional Materials	**SE** - Student Evaluations of Teachers and Course	**LP** - Lesson Plans
		PSP - Program Service Plan

- Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)

- **Connecting to Kentucky Documents -** The Nine Elements of Comprehensive Schoolwide Literacy Programs connect to the Standards in Kentucky's *Standards and Indicators for School Improvement* and to the Conditions for Reading Success in *Read to Succeed: Kentucky's Literacy Plan*.

ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs	STANDARDS Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: *Kentucky's Literacy Plan*
Aligned Curriculum	**ACADEMIC PERFORMANCE** Standard 1 – Curriculum: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.	Content area reading instruction in all academic areas (#3).
Multiple Assessments	Standard 2 – Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels (#2).
Instruction and Targeted Intervention	Standard 3 – Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.	Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6).
Literate Environment	**LEARNING ENVIRONMENT** Standard 4 – School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.	Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life (#4).
School/ Family/Community Partnerships	Standard 5 – Student, Family, and Community Support The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.	Supportive, participating families that value reading (#1).
Professional Development	Standard 6 – Professional Growth, Development, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning	Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas (#7).

ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs	STANDARDS Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: *Kentucky's Literacy Plan*

	EFFICIENCY	
Literacy Team	Standard 7 – Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.	Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8).
Valuable Resources	Standard 8 – Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance.	Adequate time devoted directly to the teaching of reading (#5).
Literacy Plan	Standard 9 – Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.	

Continue

Literacy PERKS : Multiple Assessments

SISI Standard 2 – Classroom Evaluation/Assessment: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. While *Multiple Assessments* relates to SISI Standard 2, the indicators below do not correspond directly to the SISI indicators.	Conditions for Reading Success #2: Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels

MULTIPLE ASSESSMENTS Indicators Provide data that indicate the extent to which .	SCHOOL DATA SOURCES	RESOURCES
2.1 allows for continuous progress for all students and meets students' individual needs through a differentiated curriculum (e.g., learning styles, developmental variations, culturally responsive curriculum).		Closing the Achievement Gap Kentucky Tools Help Kit - English Language Learners (ELL)
2.2 allows students to demonstrate learning through varied and differentiated assessments .		Multiple Assessments Higher Order Thinking Informal Assessments Formal Assessments
2.3 assessment process includes self-reflection by students as well as informal and formal assessments on their strengths and weaknesses as readers and writers.		Higher Order Thinking

DATA SOURCES	DATA SOURCES	DATA SOURCES
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MULTIPLE ASSESSMENTS Indicators Provide data that indicate the extent to which . . .	SCHOOL DATA SOURCES	RESOURCES
2.4 assessments are designed in a collaborative process (**horizontally** and **vertically**) and embedded within instruction.		Multiple Assessments Informal Assessments Formal Assessments
2.5 assessments are designed to measure effective instructional practices.		Multiple Assessments Informal Assessments Formal Assessments
2.6 assessments directly relate to the Program of Studies, Core Content for Assessment, and Performance Level Descriptions and to the goals of the Literacy Plan.		Kentucky Tools Multiple Assessments Informal Assessments Formal Assessments Interviews: Lewis County
2.7 CATS scores indicate that the number of novice readers and writers is declining, showing improvement over time.		

DATA SOURCES	DATA SOURCES	DATA SOURCES
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MULTIPLE ASSESSMENTS Indicators Provide data that indicate the extent to which . . .	SCHOOL DATA SOURCES	RESOURCES
2.8 Literacy Team members ensure the school has a systematic schedule of assessment.		Interviews: Lewis County
2.9 Literacy Team members collect evidence that demonstrates students are effectively learning the strategies they have been taught.		
2.10 quantitative (e.g., test scores) and qualitative (e.g., student work) data is collected and **analyzed** for screening and diagnosis of student achievement in relation to literacy goals.		Higher Order Thinking Skills Interviews: Lewis County Other Resources
2.11 results of assessment are made available to parents/guardians in a timely fashion.		Informal Assessments Formal Assessments

MULTIPLE ASSESSMENTS Indicators Provide data that indicate the extent to which . . .	SCHOOL DATA SOURCES	RESOURCES

2.12 results of multiple assessments, both **formal** and **informal**, guide instructional decisions and selection of appropriate strategies.		Multiple Assessments Other Resources
2.13 students have multiple opportunities in different modalities (e.g. oral, written, performance, visual) to demonstrate their abilities before any reading difficulty is diagnosed or intervention is determined.		Higher Order Thinking Skills Other Resources

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I&I -Implementation & Impact Check Plans **CI** - Curriculum and Instruction Documents **OB** - Classroom &/or Laboratory Observation **PO** -Supply Requisitions & Purchase Orders **CP**-Sch./Dist. Comprehensive Improvement Plan **TI** - Textbook and Other Instructional Materials	**INT- PR, T, P, S, C, O -** Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview **DPT** - Departmental Meeting Notes, Minutes, Agendas **IEP, 504, ESS, G/T -** Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans **SE** - **Student Evaluations of Teachers and Course**	**PORT** - Portfolio Analysis **CATS** - Assessment Results **SW** - Student Work **SYL** - Course Syllabi **WEB** - School Websites **LP** - Lesson Plans PSP - Program Service Plan

Multiple Assessments

The school utilizes multiple informal and formal evaluation and assessment strategies in literacy to continuously monitor and modify literacy instruction to meet student needs and support proficient student work.

Formal Assessment

Informal Assessment

Informal Assessment

a non-standardized measurement a teacher uses to learn what a student is able to do in a certain area of literacy. The teacher interprets the results and uses those results to plan instruction. (e.g.,dialog journal entry, reading response, journal, retellings, running records, checklists, anecdotal records, conferencing.)

4th GRADE   7th GRADE   10th GRADE

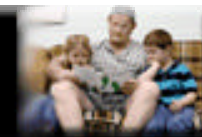# 4th Gr. Informal Assessment

Informational

4th Grade—Informational Reading (Subdomain 2) includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures reference materials, essays, non-fiction books, and electronic texts.

Program of Studies	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
ELA-4 Understand and respond to a variety of reading materials, making con-nections to students' lives, to real world issues, &/or current events.	RD-E-2.0.10 Connect the content of a passage to students' lives and/or real world issues.	Student demonstrates overall knowledge of the text, including some inferential as well as literal information. Student makes clear connections between text, prior knowledge, and/or real-world issues.	• Sketch-to-Stretch • Text-to-Text, Text-to-Self, & Text-to-World Connections • Think Alouds • Reading Conferences
ELA-4 Recognize characteristics & elements of different kinds of works.	RD-E-2.0.7 Identify the organizational pattern in a passage: sequence, cause and effect, and/or comparison and contrast.	Student demonstrates an overall understanding of literary, informational, persuasive, & practical/ workplace texts.	• Reading conferences • Graphic organizers
ELA-4 Utilize text features and organizational patterns to interpret transactive reading materials (informa-tional,practical/work-place, & persuasive).	RD-E-2.0.6 Use text features (e.g., pictures, lists, tables, charts, graphs, tables of contents, indexes, glossaries, headings, captions) to understand a passage.	Demonstrates a developed understanding of text features (e.g., lists, tables, graphs, etc.) when reading informational texts. Differentiates features among printed material.	• Think Alouds • Questioning • Graphic Organizers
	RD-E-2.0.8 Identify main ideas and details that support them.	Recognizes main ideas and supports those ideas with accurate, clear details.	• Written/Oral Retelling • K-W-L • Think alouds
	RD-E-2.0.9 Make predictions and draw conclusions based on what is read.	Student applies information appropriately to solve the problem, analyze the situation, and/or draw conclusions. Draws conclusions from a text	• K-W-L • Think aloud • Reading conferences

4th Grade—Informational Reading (Subdomain 2) includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures reference materials, essays, non-fiction books, and electronic texts.			
Program of Studies	**Core Content**	**Performance Level Descriptions**	**Reading Strategies & Informal Assessments**
ELA-4 Employ reading strategies (e.g., word analysis, re-reading, context clues, pre-reading, raising questions, predicting, drawing conclusions).	RD-E-X.0.1 Use word recognition strategies (phonetic principles, context clues. Structural analysis) to determine pronunciations and meanings of words in passages. RD-E-X.0.4 Recognize the meaning of a word when a prefix or suffix has been added to a base word. RD-E-X.0.5 Recognize the purpose of capitalization, punctuation, boldface type, italics, & indentations used by the author	Demonstrates knowledge of word meaning, word identification strategies, and an understanding of textual features. .	• Running records • Cloze • Reading conferences
ELA-4 Use contextual vocabulary & comprehension strategies to understand text.	RD-E-X.0.2 Use knowledge of synonyms, antonyms, homonyms, & compound words for comprehension. RD-E-X..0.3 Know that some words have multiple meanings and identify the correct meaning as the word is used.		• Word sorts • Think alouds
ELA-4 Select and read materials for enjoyment.			• Reading logs • Reading conferences • Reading attitude survey

Literary

Informational

Persuasive

Practical/Workplace

7th Grade Literary Reading (Subdomain 1) includes whole texts and excerpts from short stories, novels, essays, poetry, plays, and scripts The reading materials represent various historical and cultural perspectives.

Program of Studies	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
ELA-7-R-2 Apply an understanding of literary elements (e.g., characters, setting, conflict / resolution, theme, point of view), techniques (e.g., figurative language, foreshadowing, characterization), and styles to interpret different genres (e.g., novels, essays, short stories, poetry, drama). ELA-7-R-5 Identify & analyze authors' positions, main ideas, & techniques of support in persuasive materials.	RD-M-x.0.1 Identify an author's purpose in literary, informational, persuasive, & practical/ workplace materials.	When reading literary text student correctly identifies author's purpose, describes literary elements (characterization, setting, plot), identifies characteristics of literary genres, analyzes relationships between events in a story & a character's behavior, explains conflict resolution, & identifies literary devices such as foreshadowing, imagery, & figurative language (simile, metaphor).	• Graphic organizers • Paraphrasing • Summarizing • Retelling
ELA-5-R-7, ELA-6-R-8, & ELA-7-R-8 Use vocabulary & comprehension strategies, as well as technology, to understand text.	RD-M-x0.2 Use synonyms, antonyms homonyms to comprehend a passage. RD-M-x.0.3 Identify words that have multiple meanings & select the appropriate meaning for the context. RD-M-x.0.4 Know the meanings of common prefixes and suffixes to comprehend unfamiliar words.	Effectively uses word attack skills such as applying meanings of common prefixes and suffixes, knowledge of synonyms, antonyms, and homonyms, and multiple word meanings to aid in comprehending text.	• Semantic Mapping / word sorts • Anecdotal records • Retrospective miscue analysis • Reading conference
ELA-5-R-1, ELA-6-R-1, and ELA-7-R-1 Identify the meaning of a variety of reading materials, making connections to students' lives, to the real world, and/or to current events.	RD-M-x.0.9 Reflect on & evaluate what is read. RD-M-x.0.10 Connect information from a passage to students' lives and/or real world issues.	Effectively connects information from text to student's life &/or real- world issues. Effectively reflects on and evaluates what is read.	• Reading conference • Transactive writing as response to text (leter -to -editor) • Writing-to-learn • KWL • Student reflection Self evaluation

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7th Grade Literary Reading (Subdomain 1) includes whole texts and excerpts from short stories, novels, essays, poetry, plays, and scripts The reading materials represent various historical and cultural perspectives.

Program of Studies	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
ELA-7-R-2 Respond to & analyze meaning, literary techniques (figurative language, foreshadowing, characterization) & elements(characters, setting, conflict/ resolution, theme, point of view) of different literary genres (novels essays, short stories, poetry, drama).	RD-M-1.0.11 Explain the meaning of a passage taken from a text appropriate for middle-level students.	Explains the literal and some inferential meaning of a passage taken from text appropriate for middle level students.	• Reading conference • Writing-to-learn • Paraphrasing • Summarizing
ELA-5-R-2 Recognize characteristics and elements of different kinds of literary works. ELA-6-R-2 Understand characteristics and elements of different literary genres (e.g., novels, essays, short stories, poetry, drama) ELA-7-R-2 Respond to & analyze meaning, literary techniques (e.g., figurative language, foreshadowing, characterizations), and elements (e.g., characters, setting, conflict/ resolution, theme, point of view) of different literary genres (e.g., novels, essays, short stories, poetry, drama). ELA-5-R-5, ELA-6-R-7, ELA –7-R-6 Select and read materials for enjoyment	RD-M-1.0.12 Identify characteristics of short stories, novels, poetry, & plays. RD-M-1.0.13 Describe literary elements (characterization, setting, plot, theme, point of view) in a passage. RD-M-1.0.14 Analyze the relationship between events in a story and a character's behavior. RD-M-1.0.15 Explain how a conflict in a passage is resolved. RD-M-1.0.16 Identify literary devices such as foreshadowing, imagery, & figurative language (similes, metaphors, personification, hyperbole).	When reading literary text, student correctly identifies author's purpose, describes literary elements (characterization, setting, plot), identifies characteristics of literary genres, analyzes relationships between events in a story & a character's behavior, explains conflict resolution & identifies literary devices such as foreshadowing, imagery, & figurative language (simile, metaphor).	• Graphic organizers • Writing-to-learn • Retellings • Think aloud

7ᵗʰ Grade Informational Reading (Subdomain 2) includes whole texts and excerpts from materials such as journals, magazines, newspaperarticles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts

Program of Studies	Core Content	Performance Level Descriptions	Reading Strategies and Informal Assessments
ELA-7-R-2 Apply an understanding of literary elements (e.g., characters, setting, conflict/resolution, theme, point of view) techniques (figurative language, foresha-dowing, characterization), & styles to interpret different genres (novels, essays, poetry, drama). ELA-7-R-5 Identify & analyze authors' positions, main ideas, and techniques of support in persuasive materials.	RD-M-x.0.1 Identify an author's purpose in literary, informational, persuasive, and practical/workplace materials.	When reading informational or practical/work-place text, student accurtely identifies author's purpose, uses text features (e.g., lists, indexes, headings, pictures) & organi-zational patterns (cause & effect, comparison / contrast, sequence).	• Cloze • Frayer model • Reading conference • Summarizing • Graphic organizers
ELA-5-R-7, ELA-6-R-8, ELA-7-R-8 Use vocabulary and comprehension strategies in context, as well as technology, to understand text.	RD-M-x.0.2 Use synonyms, antonyms homonyms to comprehend a passage. RD-M-x.0.3 Identify words with mul-tiple meanings and select the appropri-ate meaning for the context. RD-M-x.0.4 Know the meanings of common prefixed & suffixes to comprehend unfamiliar words.	Effectively uses word at-tack skills such as applying mean-ing of common prefixes & suffixes, knowledge of synonyms, antonyms, & homonyms, & multiple word meanings to aid in compre-hending text.	• Paraphrasing • Graphic organizers • Questioning
ELA-5-R-4 Employ reading strategies to locate & apply ideas & information for inquiry projects & authentic tasks. ELA-5-R-6 Respond to a variety of reading materials by summarizing, identifying sequence, generalizing, & comparing/contrasting. ELA-6-R-6 Employ reading strategies (skimming, scanning) to locate & apply information in varied print & non-print (computers, electronic media, sequence) sources for inquiry projects & other authentic tasks.	RD-M-x.0.5 Formulate questions to guide reading. RD-M-x.0.6 Scan to find key information. RD-M-x.0.7 Skim to get the general meaning of a passage. RD-M-x.0.8 Make predictions, draw conclusions, and make generalizations about what is read.	Student applies information appropriately to analyze the situation &/or draw conclusions. Effectively makes predic-tions, draws conclusions, & makes generalizations about what is read. Appropriately uses a variety of strategies such as skimming, scanning, & formulating questions.	• KWL • Questioning • Think aloud • Student reflection / self-evaluation • Writing-to-learn • SQ3R

7th Grade Informational Reading (Subdomain 2) includes whole texts and excerpts from materials such as journals, magazines, newspaperarticles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts

Program of Studies	Core Content	Performance Level Descriptions	Reading Strategies and Informal Assessments
ELA-7-R-3 Respond to & analyze trans-active reading materials (informational, practical/workplace, & persuasive) by raising & addressing questions, making predictions,drawing conclusions, solving problems, & summarizing information..		Effectively locates and applies information for a specific purpose (e.g., following directions, completing a task). Accurately identifies the sequence of activities needed to carry out a procedure.	
ELA-7-R-7 Employ reading strategies (e.g., skimming, scanning) to locate & apply information in varied print & non-print (e.g., computers, media, interviews) resources for inquiry projects & other authentic tasks.			
ELA-6-R-4 Interpret text features (e.g., layout, boldface print, bullets, diagrams) of transactive reading materials to understand passages and complete authentic tasks.	RD-M-2.0.11Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to understand a passage. RD-M-2.0.12Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) tounderstand a passage.	When reading informational or practical/workplace text, student accurately identifies author's pur-pose, uses text features (e.g., lists, indexes, headings, pictures) & or-ganizational patterns (cause& effect, comparison/contrast, sequence).	• Paraphrasing • Graphic organizers • Questioning
ELA-6-R-3 Respond to transactive reading materials (informational, practical/ workplace, and persuasive), supporting ideas through summarizing and through identifying main ideas, details, and examples.	RD-M-2.0.13 Identify supporting details and explain their importance in a passage.	Student demonstrates clear & accurate reasoning skills support-ed with sufficient details &/or examples from the text. Effectively identifies supporting details & explains their importance.	• Think aloud • Summarizing • Graphic organizer • Transactive writing as a response to text (letter to the editor)

7th Grade Informational Reading (Subdomain 2) includes whole texts and excerpts from materials such as journals, magazines, newspaperarticles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts

Program of Studies	Core Content	Performance Level Descriptions	Reading Strategies and Informal Assessments
ELA-6-R-3 Respond to transactive reading materials (informational, practical/ workplace, and persuasive), supporting ideas through summarizing and through identifying main ideas, details, and examples.	RD-M-2.0.14 Summarize information from a passage.	Effectively summarizes information, identifies bias and/or misinformation, distinguishes between fact and opinion, and identifies arguments and supporting evidence.	• Summarizing • Writing-to-learn • Student reflection /self-evaluation • Transactive writing as a response to text (letter to the editor)
ELA-7-R-3 Respond to & analyze transactive reading materials (informa-tional, practical/ workplace, & persua-sive) through raising & addressing questions, making predictions, drawing conclusions, solving problems, & sum-marizing information (additional supporting Academic Expectation 5.1)			
ELA-7-R-4 Interpret and apply information in a variety of transactive reading materials to complete authentic tasks.			

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7th Grade Persuasive Reading (Subdomain 3) includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essays, opinion columns, and advertisements.

Program of Studies	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
ELA-7-R-2 Apply an understanding of literary elements (e.g., characters, setting, conflict/resolution, theme, point of view), techniques (e.g., figurative language, foreshadowing, characterization), and styles to interpret different genres (e.g., novels, essays, short stories, poetry, drama). ELA-7-R-5 Identify and analyze authors' positions, main ideas, and techniques of support in persuasive materials.	RD-M-x.0.1 Identify an author's purpose in literary, informational, persuasive, and practical/workplace materials.	When reading persuasive text, student correctly identifies author's purpose and identifies commonly used persuasive techniques (e.g., expert opinion, testimonial, bandwagon).	• Graphic organizers • Paraphrasing • Summarizing • Retelling
ELA-5-R-7, ELA-6-R-8, and ELA-7-R-8 Use vocabulary and comprehension strategies, as well as technology, to understand text.	RD-M-x0.2 Use knowledge of synonyms, antonyms, and homonyms to comprehend a passage. RD-M-x.0.3 Identify words that have multiple meanings & select the appro-priate meaning for the context. RD-M-x.0.4 Know the meanings of common prefixes & suffixes to comprehend unfamiliar words.	Effectively uses word attack skills such as applying meanings of common prefixes and suffixes, knowledge of synonyms, antonyms, and homonyms, & multiple word meanings to aid in comprehending text.	• Semantic mapping / word sorts • Anecdotal records • Retrospective Miscue Analysis • Reading Conferences

7ᵗʰ Grade Persuasive Reading (Subdomain 3) includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essays, opinion columns, and advertisements.

Program of Studies	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
ELA-5-R-4 Employ reading strategies to locate and apply ideas & information for inquiry projects & other authentic tasks.	RD-M-x.0.5 Formulate questions to guide reading.	Student applies information appropriately to analyze the situation &/or draw conclusions. Effectively makes predictions, draws conclusions, and makes generalizations about what is read. Appropriately uses a variety of strategies such as skimming, scanning, & formulating questions.	• KWL • Reciprocal teaching • Think Aloud • **SQ3R**
ELA-5-R-6 Respond to a variety of reading materials by summarizing, identifying sequence, generalizing, and comparing/ contrasting.	RD-M-x.0.6 Scan to find key information.		
ELA-7-R-3 Respond to & analyze transactive reading materials (informational, practical/ workplace, & persuasive) through raising & addressing questions, making prediction, drawing conclusions, solving problems, & summarizing information (additional supporting Academic Expec-tation 5.1)	RD-M-x.0.7 Skim to get the general meaning of a passage. RD-M-x.0.8 Make predictions, draw conclusions, and make generalizations about what is read.		
ELA-6-R-6 and ELA-7-R-7 Employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and nonprint (e.g., computers, media, interviews) resources for inquiry projects and other authentic tasks.			
ELA-5-R-1, ELA-6-R-1, & ELA-7-R-1 Identify the meaning of a variety of reading materials, making connections to students' lives, to the real world, and/or to current events.	RD-M-x.0.9 Reflect on & evaluate what is read. RD-M-x.0.10 Connect information from a passage to students' lives and/or real world issues.	Student makes clear connections between text, the student's life, and/or real-world issues. Effectively reflects on & evaluates what is read. Effectively connects information from text to student's life &/or issues.	• Reading conferences • Transactive writing in response to text • Writing-to-learn

7th Grade Persuasive Reading (Subdomain 3) includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essays, opinion columns, and advertisements.

Program of Studies	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
ELA-7-R-4 Interpret and apply information in a variety of transactive reading materials to complete authentic tasks.	RD-M-3.0.11 Distinguish between informative and persuasive passages.	Effectively summarizes information, identifies bias &/or misinformation, distinguishes between fact and opinion, & identifies arguments & supporting evidence.	• Graphic organizers • Summarizing
ELA-7-R-5 Identify authors' positions, main ideas, and techniques of support in persuasive materials.	RD-M-3.0.12 Identify an author's opinion about a subject RD-M-3.0.13 Apply knowledge of organizational pattern (e.g., cause and effect, comparison, contrast, sequence) to understand a passage..		• Writing-to-learn • Summarizing • Graphic Organizers • Writing-to-learn
ELA-7-R-5 Identify authors' positions, main ideas, and techniques of support in persuasive materials.	RD-M-3.0.14 Distinguish between fact and opinion. RD-M-3.0.15 Identify the argument & supporting evidence.	Effectively summarizes information, identifies bias &/or misinformation, distinguishes between fact & opinion, identifies arguments & supporting evidence.	• Summarizing • Graphic organizers • Think aloud
ELA-7-R-5 Identify authors' positions, main ideas, and techniques of support in persuasive materials.	RD-M-3.0.16 Identify commonly used per-suasive techniques (e.g.,expert opinion, statistics, testimonial, bandwagon).	When reading persuasive text, student correctly identifies author's purpose and identifies commonly used persuasive techniques (e.g., expert opinion, testimonial, bandwagon).	• Summarizing • Graphic organizers • Writing-to-learn
ELAa-7-R-5 Identify authors' positions, main ideas, and techniques of support in persuasive materials.	RD-M-3.0.17 Identify bias and/or misinformation.	Effectively summarizes information, identifies bias &/or misinformation, distinguishes between fact and opinion, and identifies arguments and supporting evidence.	• Graphic organizers • Transactive writing in response to text • Writing-to-learn

7ᵗʰ Grade Practical/Workplace Reading (Subdomain 4) includes whole texts and excerpts from materials such as articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, memoranda, consumer texts, manuals, schedules, and directions

Program of Studies	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
ELA-7-R-2 Apply an understanding of literary elements (e.g., characters, setting, conflict/resolution, theme, point of view), techniques (figurative language, foreshadowing, characterization), and styles to interpret different genres (e.g., novels, essays, short stories, poetry, drama). ELA-7-R-5 Identify and analyze authors' positions, main ideas, and techniques of support in persuasive materials.	RD-M-x.0.1 Identify an author's purpose in literary, informational, persuasive, and practical/workplace materials.	When reading informational or practical/workplace text, student accurately identifies author's purpose, uses text features (e.g., lists, indexes, headings, pictures) & organizational patterns (cause & effect, comparison/contrast, sequence).	• Graphic organizers • Paraphrasing • Summarizing • Retelling
ELA-5-R-7, ELA-6-R-8, and ELA-7-R-8 Use vocabulary and comprehension strategies, as well as technology, to understand text.	RD-M-x. 0.2 Use synonyms, antonyms homonyms to comprehend a passage. RD-M-x.0.3 Identify words that have multiple meanings and select the appropriate meaning for the context. RD-M-x.0.4 Know the meanings of common prefixes and suffixes to comprehend unfamiliar words.	Effectively uses word attack skills such as applying meanings of common prefixes and suffixes, knowledge of synonyms, antonyms, & homonyms, & multiple word meanings to aid in comprehending text.	• Semantic mapping /word sorts • Anecdotal records • Retrospective miscue analysis • Reading conferences
ELA-5-R-4 Employ reading strategies to locate and apply ideas and information for inquiry projects and other authentic tasks. ELA-5-R-6 Respond to a variety of reading materials by summarizing, identifying sequence, generalizing, and comparing/ contrasting.	RD-M-x.0.5 Formulate questions to guide reading. RD-M-x.0.6 Scan to find key information . RD-M-x.0.7 Skim to get the general meaning of a passage. RD-M-x.0.8 Make predictions, draw conclusions, and make generalizations about what is read.	Student applies information appropriately to analyze the situation and/or draw conclusions. Effectively makes predictions, draws conclusions, and makes generalizations about what is read. (continued)	• KWL • Reciprocal teaching • Think aloud • SQ3R

7th Grade Practical/Workplace Reading (Subdomain 4) includes whole texts and excerpts from materials such as articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, memoranda, consumer texts, manuals, schedules, and directions

Program of Studies	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
ELA-6-R-6, ELA-7-R-7 Employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and nonprint (e.g., computers, media, interviews) resources for inquiry projects and other authentic tasks. ELA-7-R-3 Respond to and analyze trans-active reading materials (informational, practical/workplace, & Persuasive) through raising and addressing questions, making predictions, drawing conclusions, solving problems, and summarizing information.		Appropriately uses a variety of strategies such as skim-ming, scanning, and form-ulating questions. Effectively locates & applies information for a specific purpose (following direc-tions, completing a task). Accurately identifies the sequence of activities needed to carry out a procedure.	
ELA-5-R-1, ELA-6-R-1, and ELA-7-R-1 Identify the meaning of a variety of reading materials, making connections to students' lives, to the real world, and/or to current events.	RD-M-x.0.9 Reflect on and evaluate what is read. RD-M-x.0.10 Connect information from a passage to students' lives and/or real world issues.	Effectively connects infor-mation from text to student's life &/or real-world issues. Effectively reflects on and evaluates what is read.	· Reading conference · Transactive writing in response to text · Writing-to-learn · Student reflection • KWL
ELA-5-R-3 Identify and apply information contained in directions and forms to complete authentic tasks. ELA-6-R-5 Identify and apply logical sequence in reading materials to complete tasks or procedures. ELA-7-R-4 Interpret and apply information in a variety of transactive reading materials to complete authentic tasks.	RD-M-4.0.11 Locate and apply information for a specific purpose (e.g., following directions, completing a task).	Effectively locates & applies information for a specific purpose (following direc-tions, completing a task).	• Student demonstra-tion/anecdotal records • Paraphrasing • Summarizing

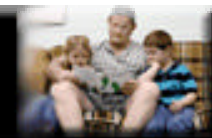| 7th Grade Practical/Workplace Reading (Subdomain 4) includes whole texts and excerpts from materials such as articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, memoranda, consumer texts, manuals, schedules, and directions			
Program of Studies	**Core Content**	**Performance Level Descriptions**	**Reading Strategies & Informal Assessments**
ELA-6-R-4 Interpret text features (e.g., layout, boldface print, bullets, diagrams) of transactive reading materials to understand passages and complete authentic tasks. ELA-6-R-5 Identify and apply logical sequence in reading materials to complete tasks or procedures.	RD-M-4.0.13 Explain how organizational patterns &/or text features (e.g., pictures, charts, graphs, format) relate to the content of a practical/ workplace passage.	When reading informational or practical/workplace text, student accurately identifies author's purpose, uses text features (lists, indexes, heading, pictures) & organizational patterns (cause and effect, comparison/contrast, sequence).	• Paraphrasing • Summarizing • Think aloud • Questioning
ELA-5-R-7, ELA-6-R-8, and ELA-7-R-8 Use vocabulary and comprehension strategies, as well as technology, to understand text . ELA-5-R-5, ELA-6-R-7, ELA-7-R-6 Select and read materials for enjoyment.	RD-M-4.0.14 Interpret the meaning of specialized vocabulary.		• Writing-to-learn • Frayer model

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10th Gr. Informal Assessment

Literary   Informational
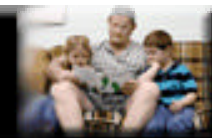
Persuasive   Practical/Workplace

10th Grade Literary Reading includes whole texts and excerpts from materials such as short stories, novels, essays, poetry, plays, and scripts. The reading materials represent various historical and cultural perspectives.

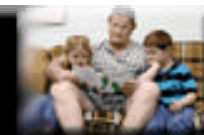| Program of Studies Students will . . .	Core Content	Performance Level Descriptions Proficient	Reading Strategies Informal Assess.
ELA-8-R-7 Employ reading strategies to locate and apply information in varied print & nonprint (e.g. computers, electronic media, interviews) resources for inquiry projects & other authentic tasks.	RD-H-x.0.1 Locate, evaluate, & apply information for a realistic purpose.	Student locates, analyzes, & applies information for a realistic purpose.	• Anticipation guides • Reciprocal teaching • Text connections • Transactive writing
ELA-8-R-8 Interpret how meaning is influenced by authors' use of language including dialect, word choice, and sentence structure. ELA-EI-R-5 Understand vocabulary in context (e.g., decoding, jargon, dialect, idioms, subtleties or meaning) ELA-EII-R-7 Understand vocabulary in context (e.g., "loaded" words, specialized vocabulary, connotation/ denotation, jargon)	RD-H-x.0.2 Interpret literal & non-literal meanings of words. RD-H-x.0.3 Interpret concrete & abstract terms in meaningful context RD-RD-H-x.0.4 Interpret the meaning of jargon &/or dialect used in a passage. RD-H-1.0.13 Interpret figurative, symbolic, &/or idiomatic (e.g. jargon, dialect) language.	Student demonstrates over-all knowledge of the text, including literal & nonliteral meaning in literary, informa-tional, persuasive, & practical/ workplace text. Student interprets concrete & abstract terms in context. Student eliminates distracters	• Cloze • Concept mapping • Frayer Model • Semantic mapping / word sorts • Think alouds
ELA-8-R-7 Employ reading strategies to locate & apply information in varied print & nonprint (computers, electronic media, interviews) resources for inquiry projects & other authentic tasks.	RD-H-x.0.5 Make, confirm, & revise predictions.	Student makes, confirms, or revises predictions.	• Anticipation Guide • KWL • Think aloud • Writing to learn
ELA-8-R-7 Employ reading strategies to locate & apply information in varied print & nonprint (e.gcomputers, electronic media, interviews) resources for inquiry projects and other authentic tasks. ELA-EI-R-3 Identify writers' purposes & techniques used to communicate with different audiences.	RD-H-x.0.6 Paraphrase important parts of a passage.	Student paraphrases impor-tant parts of a passage.	• Paraphrase

10ᵗʰ Grade Literary Reading includes whole texts and excerpts from materials such as short stories, novels, essays, poetry, plays, and scripts. The reading materials represent various historical and cultural perspectives.			
Program of Studies **Students will . . .**	**Core Content**	**Performance Level Descriptions Proficient**	**Reading Strategies** **Informal Assess.**
ELA-8-R-3 Analyze transactive reading material (informational, practical / work-place, & persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, & formulating/ supporting opinions. ELA-8-R-7 Employ reading strategies to locate & apply information in varied print & nonprint (e.g., computers, electronic media, interviews) resources for inquiry projects & other authentic tasks. ELA-EII-R-3 Respond critically to & analyze a variety of literary genres (e.g., novels, essays, short stories, poetry, drama) from various periods (e.g., Renaissance, Romantic, Contemporary).	RD-H-x.0.7 Formulate opinions in response to reading a passage.	Student applies information appropriately to solve problems, analyze situations, draw conclusions, identify arguments, &/or formulate opinions.	• Anticipation Guide • KWL • Transactive writing • Writing to learn
ELA-8-R-1 Read and understand a variety of materials, making connections to students' lives, to real world issues, &/or to current events. ELA-8-R-2 Apply an understanding of literary elements (e.g., characters, setting, conflict/ resolution, theme, point of view), techniques (figurative language, foreshadowing, characterization), and styles to interpret different genres (e.g., novels, essays, short stories, poetry, drama). ELA-8-R-8 Interpret how meaning is influenced by authors' use of language including dialect, word choice, and sentence structure. **Continue**	RD-H-1.0.8 Interpret the meaning of a passage taken from texts appropriate for high school. RD-H-1.0.9 Analyze critically a variety of literary genres. RD-H-1.0.10 Evaluate the influence of literary elements (e.g., characterization, setting, point of view, plot, structure) within a passage. RD-H-1.0.11 Analyze the effect of theme, conflict & resolution, symbolism, irony, analogies, & figurative language.	Student interprets the meaning of a passage. Student demonstrates a broad understanding of literary techniques (such as irony, figurative language), formatting & organizational patterns, &/or persuasive techniques. Students analyze the effect of literacy techniques. Explain the process in which the conflict is resolved.	• Graphic organizers • Questioning • Retellings • Semantic mapping word sorts • Think alouds • Transactive writing • Writing to learn

10ᵗʰ Grade Literary Reading includes whole texts and excerpts from materials such as short stories, novels, essays, poetry, plays, and scripts. The reading materials represent various historical and cultural perspectives.			
Program of Studies **Students will . . .**	**Core Content**	**Performance Level Descriptions Proficient**	**Reading Strategies Informal Assess.**
ELA-EI-R-2 Respond critically to a variety of literary genres (novels, essays, short stories, poetry, drama) & styles by applying a knowledge of characteristics of those genres & literary terms & concepts (theme, character, point of view, figurative language) & by making connections to personal experience. ELA-EI-R-3 Identify writers' purposes & techniques used to communicate with different audiences. ELA-EII-R-3 Respond critically to & analyze a variety of literary genres (novels, essays, short stories, poetry, drama) from various periods (Renaissance, Romantic, Contemporary).	RD-H-1.0.12 Explain how a conflict in a passage is resolved. RD-H-1.0.13 Interpret figurative, symbolic, and/or idiomatic (e.g. jargon, dialect) language. RD-H-1.0.14 Critique the author's word choice, style, content, and use of literary elements.		
ELA-8-R-1 Read & understand a variety of materials, making connections to students' lives, to real world issues, &/or to current events. ELA-EI-R-2 Respond critically to a variety of literary genres (novels, essays, short stories, poetry drama) & styles by applying a knowledge of characteristics of those genres & literary terms & concepts (theme, character, point of view, figurative language) & by making connections to personal experience. ELA-EII-R-3 Respond critically to & analyze a variety of literary genres (novels, essays, short stories, poetry, drama) from various periods (e.g., Renaissance, Romantic, Contemporary).	RD-H-1.0.15 Make connections among literature, students' lives, and/or real-world issues.	Student analyzes content as it applies to students' lives and real-world issues. Student makes clear connections between text, prior knowledge, &/or ideas in the text and analyzes the usefulness of text information by making connections to his/her own experiences and other readings.	• Anticipation guides • Student reflection • Writing to learn
ELA-8-R-6, ELA-EI-R-4, & ELA-EII-R-6 Select and read materials for enjoyment.			• Interest inventories • Reading conference

10th Grade Informational Reading includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts			
Program of Studies Students will . . .	**Core Content**	**Performance Level Descriptions Proficient**	**Reading Strategies & Informal Assessments**
ELA-8-R-4 Evaluate e effectiveness of techniques & organizational aids (bullets, lists, layout, embedded visuals) in transactive reading materials to enhance understanding & to complete tasks. ELA-8-R-7 Employ reading strategies to locate & apply information in varied print & nonprint (computers, electronic media, interviews) resources for inquiry projects & other authentic tasks.	RD-H-x.0.1 Locate, evaluate, and apply information for a realistic purpose.	Student locates, analyzes, & applies information for a realistic purpose.	• Anticipation guides • Reciprocal teaching • Text connections • Transactive writing
ELA-8-R-8 Interpret how meaning is influenced by authors' use of language including dialect, word choice, and sentence structure. ELA-EI-R-5 Understand vocabulary in context (e.g., decoding, jargon, dialect, idioms, subtleties or meaning). ELA-EII-R-7 Understand vocabulary in context ("loaded" words, specialized vocabulary, connotation/ denotation, jargon).	RD-H-x.0.2 Interpret literal & nonliteral meanings of words. RD-H-x.0.3 Interpret concrete and abstract terms in meaningful context. RD-H-x.0.4 Interpret the meaning of jargon and/or dialect used in a passage.	Student demonstrates overall knowledge of the text, including literal & nonliteral meaning in literary, informational, persuasive, & practical /workplace text. Student interprets concrete & abstract terms in context. Student eliminates distracters	• Cloze • Concept mapping • Frayer model • Semantic mapping/ word sorts • Think alouds
ELA-8-R-3 Analyze transactive reading material (informational, practical/ workplace, & persuasive) to create responses through addressing issues confirming predictions, paraphrasing information to support ideas, formulating/supporting opinions ELA-8-R-7 Employ reading strategies to locate and apply information in varied print & nonprint (computers, electronic media, interviews) resources for inquiry projects & other authentic tasks. ELA-EI-R-1 Read& analyze informational material (biographies, autobiographies, periodicals).	RD-H-x.0.5 Make, confirm, & revise predictions. RD-H-x.0.7 Formulate opinions in response to a reading passage. RD-H-2.0.12 Make predictions & draw conclusions based on what is read.	Student makes, confirms, or revises predictions. Student applies information appropriately to solve problems, analyze situations, draw conclusions, identify arguments &/or formulate opinions.	• Anticipation guides • KWL • Think aloud • Writing to learn

10ᵗʰ Grade Informational Reading includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts

Program of Studies Students will . . .	Core Content	Performance Level Descriptions Proficient	Reading Strategies & Informal Assessments
ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, & persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, & formulating/supporting opinions. ELA-8-R-7 Employ reading strategies to locate & apply information in varied print & nonprint (computers, electronic media, interviews) resources for inquiry projects & other authentic tasks. ELA-EI-R-3 Identify writers' purposes & techniques used to communicate with different audiences.	RD-H-x.0.6 Paraphrase important parts of a passage.	Student paraphrases important parts of a passage.	• Paraphrase
ELA-8-R-4 Evaluate the effectiveness of techniques & organizational aids (bullets, lists, layout, embedded visuals) in transactive reading materials to enhance understanding & to complete tasks. ELA-EI-R-1 Read & analyze informational material (biographies, autobiographies, periodicals). ELA-EI-R-3 Identify writers' purposes & techniques used to communicate with different audiences. ELA-EII-R-4 Interpret structure & organization (page layout/format, organizational aids, graphics) from selected readings.	RD-H-2.0.8 Use text features (illustrations, charts, lists, tables, graphs, tables of contents, indexes glossaries, headings) to enhance understanding of a passage. RD-H-2.0.9 Analyze the organizational patterns in a passage: cause &effect, comparison & contrast, sequence, & generalizations. RD-H-2.0.10 Evaluate the effectiveness of organization & format in fulfilling the purpose of a passage.	Student recognizes the use of text features & organizational patterns to enhance understanding. Student demonstrates a broad understanding of literary techniques (such as irony, figurative language), formatting & organizational patterns &/or persuasive techniques. Uses page format & layout to interpret information	• Graphic organizers • Reading conferences • Reciprocal teaching • SQ3R • Think alouds

10th Grade Informational Reading includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts			
Program of Studies Students will . . .	Core Content	Performance Level Descriptions **Proficient**	Reading Strategies & **Informal Assessments**
ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, and persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, and formulating/ supporting opinions. ELA-EI-R-1 Read & analyze informational material (e.g. biographies, autobiographies, periodicals). ELA-EI-R-3 Identify writers' purposes & techniques used to communicate with different audiences.	RD-H-2.0.11 Evaluate the use of supporting details as they relate to the author's message.	Student demonstrates clear and accurate communication skills supported with appropriate, sufficient details &/or examples from the text.	• Writing to learn • Writing to demonstrate learning
ELA-8-R-1 Read and understand a variety of materials, making connec-tions to students' lives, to real world issues, and/or to current events. ELA-EI-R-1 Read and analyze informational material (e.g. biographies, autobiographies, periodicals).	RD-H-2.0.13 Analyze the content as it applies to students' lives and/or real world issues.	Student analyzes content as it applies to students' lives and real-world issues. Student makes clear connections between text, prior knowledge, and/or real-world issues. Student extends ideas in the text and analyzes the usefulness of text information by making connections to his/her own experiences and other readings.	• Anticipation guides • Text connections • Writing to learn
ELA-8-R-6, ELA-EI-R-4, and ELA-EII-R-6 Select and read materials for enjoyment.			• Interest inventories • Reading conferences

10ᵗʰ Grade Persuasive Reading- includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essay, opinion columns, and advertisements.

Program of Studies	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
ELA-8-R-4 Evaluate the effectiveness of tech-niques & organizational aids (e.g., bullets, lists, layout, embedded visuals) in transactive reading materials to enhance understanding and to complete tasks. ELA-8-R-7 Employ reading strategies to locate & apply information in varied print & nonprint (computers, electronic media, interviews) re-sources for inquiry projects & other authentic tasks	RD-H-x.0.1 Locate, evaluate, and apply information for a realistic purpose.	Student locates, analyzes, and applies information for a realistic purpose.	• Anticipation guides • Reciprocal teaching • Text connections • Transactive writing
ELA-8-R-8 Interpret how meaning is influenced by authors' use of language including dialect, word choice, & sentence structure. ELA-EI-R-5 Understand vocabulary in context (decoding, jargon, dialect, idioms, subtleties or meaning) ELA-EII-R-7 Understand vocabulary in context ("loaded" words, specialized vocabulary, conno-tation/ denotation, jargon)	RD-H-x.0.2 Interpret literal & non-literal meanings of words. RD-H-x.0.3 Interpret concrete and abstract terms in meaning-ful context. RD-H-x.0.4 Interpret the meaning of jargon &/or dia-lect used in a passage.	Student demonstrates over-all knowledge of the text, including literal & nonliteral meaning in literary, informa-tional, persuasive, & practical / workplace text. Student interprets concrete & abstract terms in context. Student eliminates distracter	• Cloze • Concept mapping • Frayer model • Semantic mapping /word sorts • Think aloud
ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, & persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, & formulating/ supporting opinions. ELA-R-8-7 Employ reading strategies to locate & apply information in varied print & nonprint (com-puters, electronic media, interviews) resources for inquiry projects & other authentic tasks.	RD-H-x.0.5 Make, confirm, and revise predictions.	Student makes, confirms, or revises predictions.	• Anticipation guide • KWL • Think aloud • Writing to learn
ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, and Continue	RD-H-x.0.6 Paraphrase important parts of a passage.	Student paraphrases important parts of a passage.	• Paraphrase

10th Grade Persuasive Reading- includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essay, opinion columns, and advertisements.			
Program of Studies	**Core Content**	**Performance Level Descriptions**	**Reading Strategies & Informal Assessments**
persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, & formulating/ supporting opinions. ELA-8-R-7 Employ reading strategies to locate and apply information in varied print and nonprint (e.g., computers, electronic media, interviews) resources for inquiry projects and other authentic tasks. ELA-EI-R-3 Identify writers' purposes & techniques used to communicate with different audiences.			
ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, & persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, & formulating/ supporting opinions. ELA-8-R-7 Employ reading strategies to locate and apply information in varied print & nonprint (e.g., computers, electronic media, interviews) resources for inquiry projects and other authentic tasks. ELA-EII-R-2 Read & analyze classic & contemporary persuasive materials (e.g., editorials, articles, advertisements, essays, speeches). ELA-EII-R-3 Respond critically to and analyze a variety of literary genres (e.g., novels, essays, short stories, poetry, drama) from various periods (e.g., Renaissance, Romantic, Contemporary).	RD-H-x.0.7 Formulate opinions in response to reading a passage.	Student applies information appropriately to solve problems, analyze situations, draw conclusions, identify arguments, and/or formulate opinions.	• Anticipation guide • KWL • Transactive writing • Writing to learn

10th Grade Persuasive Reading- includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essay, opinion columns, and advertisements.	

Program of Studies	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, & persua-sive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, and formulating/supporting ideas.

ELA-8-R-5 Identify and analyze author's positions, main ideas, and techniques of support in persuasive materials.

ELA-EI-R-3 Identify writers' purposes and techniques used to communicate with different audiences

ELA-EII-R-2 Read and analyze classic and contemporary persuasive materials (e.g., editorials, articles, advertisements, essays, speeches).

ELA-EII-R-5 Identify authors' points of view, persuasive and propaganda techniques, and facts/opinions, especially in persuasive passages. | RD-H-3.0.8 Identify purposes of persuasion.

RD-H-3.0.9 Identify an author's position based on evidence in a passage.

RD-H-3.0.10 Recognize the appropriateness of an argument for an intended audience.

RD-H-3.0.11 Accept or reject an argument, giving supporting evidence from the passage.

RD-H-3.0.12 Compare and contrast differing points of view in two or more passages.

RD-H-3.0.13 Identify a variety of persuasive and propaganda techniques and explain how each is used.

RD-H-3.0.14 Analyze & eval-uate the use of persuasive within a passage. | Student identifies and partially analyzes persuasive techniques and purposes of persuasion.

Student accepts or rejects an argument giving appro-priate supporting details.

Student compares and contrasts differing points of view in two or more passages.

Student demonstrates a broad understanding of literary techniques (such as irony, figurative language), formatting & organizational patterns, &/or persuasive techniques. | • Graphic Organizers

• Paraphrase

• Text connections

• Transactive writing

• Writing to learn

• Writing to demon-strate learning |
| ELA-8-R-6, ELA-EI-R-4, and ELA-EII-R-6 Select and read materials for enjoyment. | | | • Interest inventories

• Reading conferences |

10th Grade — Practical /Workplace Reading includes whole texts and excerpts from materials such as articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, memoranda, consumer texts, manuals, schedules, and directions

Program of Studies Students will . . .	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
ELA-8-R-4 Evaluate the effectiveness of techniques & organizational aids (e.g., bullets, lists, layout, embedded visuals) in transactive reading materials to enhance understanding & to complete tasks. ELA-8-R-7 Employ reading strategies to locate & apply information in varied print & nonprint (computers, electronic media, interviews) resources for inquiry projects & other authentic tasks.	RD-H-x.0.1 Locate, evaluate, & apply information for a realistic purpose.	Student locates, analyzes, & applies information for a realistic purpose.	• Anticipation guides • Reciprocal teaching • Text connections • Transactive writing
ELA-8-R-8 Interpret how meaning is influenced by authors' use of language including dialect, word choice, and sentence structure. ELA-EI-R-5 Understand vocabulary in context (e.g., decoding, jargon, dialect, idioms, subtleties or meaning) ELA-EII-R-7 Understand vocabulary in context (e.g., "loaded" words, specialized vocabulary, connotation/denotation, jargon)	RD-H-x.0.2 Interpret literal & non-literal meanings of words. RD-H-x.0.3 Interpret concrete & abstract terms in meaningful context. RD-H-x.0.4 Interpret the meaning of jargon &/or dialect used in a passage. RD-H-4.0.12 Interpret the meaning of specialized vocabulary.	Demonstrates overall knowledge of the text, including literal & non-literal meaning in literary, informational, persuasive, & practical /work-place text. Student interprets concrete & abstract terms in context. Student eliminates distracters Interprets the meaning of specialized vocabulary.	• Graphic organizer • Paraphrasing • Semantic Mapping/ word sorts • Writing to learn
ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, & persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, & formulating/ supporting opinions. ELA-8-R-7 Employ reading strategies to locate & apply information in varied print & Continue	RD-H-x.0.5 Make, confirm, and revise predictions.	Student makes, confirms, or revises predictions.	• Anticipation guide • KWL • Think aloud • Writing to learn

10ᵗʰ Grade —Practical /Workplace Reading includes whole texts and excerpts from materials such as articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, memoranda, consumer texts, manuals, schedules, & directions

Program of Studies Students will . . .	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
nonprint (e.g., computers, electronic media, interviews) resources for inquiry projects & other authentic tasks.			
ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, & persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, and formulating/supporting opinions. ELA-8-R-7 Employ reading strategies to locate and apply information in varied print and nonprint (e.g., computers, electronic media, interviews) resources for inquiry projects and other authentic tasks. ELA-EI-R-3 Identify writers' purposes & techniques used to communicate with different audiences.	RD-H-x.0.6 Paraphrase important parts of a passage.	Student paraphrases important parts of a passage.	• Paraphrasing
ELA-8-R-3 Analyze transactive reading material (informational, practical/workplace, and persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, & formulating/supporting opinions. ELA-8-R-7 Employ reading strategies to locate & apply information in varied print & nonprint (computers, electronic media, interviews) resources for inquiry projects & other authentic tasks. ELA-EII-R-2 Read & analyze classic & contemporary persuasive materials (e.g., editorials, articles, advertisements, essays, speeches).	RD-H-x.0.7 Formulate opinions in response to reading a passage.	Student applies information appropriately to solve problems, analyze situations, draw conclusions, identify arguments, and/or formulate opinions.	• Anticipation guides • KWL • Transactive writing • Writing to learn

10th Grade — Practical /Workplace Reading includes whole texts and excerpts from materials such as articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, memoranda, consumer texts, manuals, schedules, & directions

Program of Studies Students will . . .	Core Content	Performance Level Descriptions	Reading Strategies & Informal Assessments
ELA-8-R-3 Analyze transactive reading material (informational, practical/ workplace, & persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, & formulating/ supporting opinions. ELA-R-8-4 Evaluate the effectiveness of tecniques & organizational aids (e.g., bullets, lists, layout, embedded visuals) in transactive reading materials to enhance understanding & to complete tasks. ELA-8-R-7 Employ reading strategies to locate & apply information in varied print & nonprint (ecomputers, electronic media, interviews) re-sources for inquiry projects & other authentic tasks. ELA-EI-R-3 Identify writers' purposes & tech-niques used to communicate with different audiences. ELA-EII-R-1 Read and analyze practical/ workplace materials (e.g., warranties, recipes, forms, memoranda, consumer texts manuals). ELA-EII-R-4 Interpret structure & organiza-tion (e.g. page layout/format, organizational aids, graphics) from selected readings.	RD-H-4.0.8 Identify essential information needed to accomplish a task. RD-H-4.0.9 Apply the information contained in practical/workplace materials. RD-H-4.0.10 Follow the sequence of information. RD-H-4.0.11 Utilize page format & layout (graphics & organiza-tional aids such as bullets, bold face type, italics & indentation) to interpret information. RD-H-4.0.13 Evaluate clarity of practical/workplace materials.	Student identifies & analyzes essential information needed to accomplish a task. Student uses page format & layout to interpret informa-tion. Student recognizes the use of some text features and organizational patterns.	• Student demonstra-tion /anecdotal records • Transactive writing to respond to text • Paraphrasing • Writing-to-learn • Student reflection/ self-evaluation • Questioning • Cloze
ELA-8-R-6, ELA-EI-R-4, and ELA-EII-R-6 Select and read materials for enjoyment.			• Interest inventories • Reading conferences

Formal Assessment

Commercially designed and produced tests for elementary, middle & high school levels, given on single occasions

Formal Assessment

Assessments for Elementary Reading

Name of assessment	Publisher	What it assesses	Time to administer	Cost
An Observation Survey of Early Literacy Achievement	Heinemann, 1993 Clay	Letter identification, concepts about print, word tests, writing and hearing sounds in words	varies by child	$25.00
Brigance Compre-hensive Inventory of Basic Skills-Revised (CIBS-R)	Curriculum Associates	Readiness, speech, listening, word recogni-tion, oral reading, reading comprehension, word analysis, functional word recognition, spelling, writing, graphs & maps, numbers, number facts, computation of wholenumbers, fractions, mixed numbers, decimals,percents, time, money, measurement, geometry.	Pre-K-grade 9 Group	$35.00 for10
Burns/Roe Informal Reading Inventory (B/RIRI)	Houghton Mifflin 1999 Roe	Comprehension, retellings, graded word lists used to determine placement of graded reading selections, quantitative & qualitative analysis	Individual 1-12	$36.57
California Diagnostic Reading Tests (CDRT)	CTB/McGraw-Hill, 2002	Word analysis, vocabulary, comprehension, applications	2-21/2 hours K-3	$71.50 for admin. Man-ual & record forms (35)

Formal Assessment

Assessments for Elementary Reading

Developmental Reading Assessment K-3 (DRA)	Celebration/ Press, Beaver	Oral reading, fluency, comprehension	5-7 minutes Individual K-3	$89.00 for booklets & reproducible response form forms
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Sopris West Educational Services http://www.sopriswest.com/	Student development of phonological awareness, alphabetic understanding, and automaticity and fluency	K-3, **required for Reading First**	Free to download. Optional $1 per student yearly for data collection
Ekwell-Shanker Reading Inventory 3rd edition (ESRI)	Allyn & Bacon, 1997 Ekwall, Shanker	Battery that may be used selectively as a quick screening, individual diagnosis. Word identification, comprehension, listening comprehension, phonics, structural analysis, contractions, reading interest	Individual	$52.00
Fox in a Box	CTB/McGraw-Hill, 2000 Adams & Treadway	Phonemic Awareness, Phonics, Reading and Oral Expression; Listening and Writing	35 minutes per child , 80 minutes per class K-2	$295.00

Formal Assessment

Assessments for Elementary Reading

Gates-McGinite Reading Test 4th edition	Riverside Publishing Co., 1989 Walter &RuthMcGinite Katherine Maria & Luis Dreyer	**Level Pre**—four subtests: literacy concepts, relational concepts, oral language concepts, letter-sound knowledge **Level R**—three subtests: Letter-sound knowledge, vowels, sentence context **Levels 1 & 2**—tow subtests: vocabulary & reading comprehension	55-105 minutes group or Individual Pre-K, K-3 and higher	$103-122 for package of 25 hand-scored test booklets
Group Reading Assessment and Diagnostic Evaluation (GRADE)	AGS Publishing Katherine Williams	Phonological awareness, early literacy skills, phoneme-grapheme correspondence word reading, listening comprehension, word meaning, sentence, passage and listening comprehension	Individual and group Pre-K through high school, **required for Reading First**	$99.95-279.95 for classroom sets
Gray Oral Reading Tests-Diagnostic (GORT-D)	PRO-ED, 1991	Paragraph reading, decoding, word identification, word attack, morphemic analysis, contextual analysis, and word ordering	Age: 5.6-12.11	
Reading Inventory for the Classroom 4th edition (Flynt & Cooter)	Prentice-Hall, 1998 Flynt & Cooter	connected text, word analysis, story and content comprehension, and miscue analysis	Varies with individual Grades 1-12	$37.00

Formal Assessment

Assessments for Elementary Reading

Scholastic Reading Inventory (SRI)	Scholastic	Reading comprehension and is reported in lexiles	Group Grades 1-12	$499 for 40 studentsNet-work license $1,499
Stanford Diagnostic Reading (SDRT-4)	Psychological Corporation, 1995 Karlsen & Gardner	Phonetic analysis, reading and listening vocabulary, comprehension	Group 100 minutes—	$67.50 - ad-ministration manual & hand-score test booklets (25) 1-3 & higher
STAR Reading	Renaissance Learning, Inc.	Comprehension, vocabulary	Individual or group 10 minutes	
Woodcock Diagnostic Reading Battery (WDRB)	American Guidance Service, 1987	Letter identification, alphabetic understanding, word attack	Individual Ages 4-90	$314.50
Woodcock Reading Mastery Tests-Revised	American Guidance Service	Initial screening and diagnostic tool; evaluate visual auditory learning, letter identification, word identification, word attack, word comprehension, and passage comprehension	90 minutes Individual K-12	$251.95

Formal Assessment

Assessments for Elementary Reading				
Wright Group On the Mark Assessment of Reading Behavior	Wright/Group/ McGraw Hill	Informal, ongoing reading assessment, phonological awareness, concepts of print, letter recognition formats, phonics, word families, high-frequency word recognition, dictation, word study and reading comprehension	Individual	
Yopp-Singer Text of Phoneme Sementation	International Reading Assoc., 1995 Yopp	Articulation of individual sounds of spoken words in order	5-10 minutes per child	

Formal Assessment

Assessments for Middle and High Reading

Name of assessment	Publisher	What it assesses	Time to administer	Cost
Developmental Reading Assessment (4-8)	Pearson Learning, 2002 Beaver	Fluency, comprehension,	5-7 minutes Individual	$146
Comprehensive Test of Phonological Processing (CTOPP)	AGS Publishing, 1999. PRO-ED, 1999 Wagner, Torgeson, Rasholte	Phonological awareness, phonological memory and rapid naming	30 minutes Individual Age: 5.0-24.11	$224
Test of Reading Comprehension (TORC-3)	AGS Publishing, 1995. PRO-ED, 1995 Brown, Hammill, Wiederholt	Comprehension, general vocabulary, syntactic similarities, paragraph reading, sentence sequencing; Four diagnostic supplements used to obtain a more comprehensive evaluation of strengths & weaknesses among various kinds of comprehension abilities. Measures content area vocabulary in Math, Social Studies, and Science. Subtest 8, Reading the Directions of Schoolwork, measures the students' understanding of written directions.	30 minutes Individual/Group Age: 7.0-17.11	$159
Group Reading Assessment and Diagnostic Evaluation (GRADE)	AGS Publishing, 2000 Williams, Cassidy, Samuels	Comprehension; sentence, Passage, listening Vocabulary; nouns, verbs, adjectives, adverbs, prepositions	Untimed; approximately 60-90 minutes	$169.95 per level; $279.95 for both A & B forms Levels 4 - up are reusable

Formal Assessment

Assessments for Middle and High Reading

Name of assessment	Publisher	What it assesses	Time to administer	Cost
Test of Word Reading Efficiency (TOWRE)	PRO-ED, 1999	Measures/monitors the ability to accurately recognize familiar words as whole units or "sight words" and the ability to sound out words quickly.	5-10 minutes Individual Age: 6.0-24.11	$119
Gray Oral Reading Tests-Diagnostic (GORT-D)	PRO-ED, 1991	Paragraph reading, decoding, word identification, word attack, morphemic analysis, contextual analysis, & word ordering	Age: 5.6-12.11	$169
Gray Silent Reading Tests (GSRT)	PRO-ED, 2000	Measure individual's silent reading comprehension ability	Individual/Group Age: 7.0-25.0	$134
Degrees of Reading Power (DRP)	Touchstone Applied Science Associations, Inc. (TASA)	Measures reading comprehension using nonfiction and prose paragraphs where words have been omitted using a modified cloze technique.	Untimed Individual/Group Grade: 1-12	800-800-2598
Bader Reading and Language Inventory and Reader Passages-Fourth edition	Prentice Hall, 2002 Bader	Word identification, comprehension, spelling, semantic, syntactic, phonics, structural analysis, oral language, writing, open book reading assessment	Age: K-12	$39

Formal Assessment

Assessments for Middle and High Reading

Name of assessment	Publisher	What it assesses	Time to administer	Cost
Reading Inventory for the Classroom-Fourth edition	Prentice-Hall, 2001 Flynt, Cooter	Reading of connected text, word analysis, comprehension, miscue analysis, listening comprehension	Age: preK-12	$36
Nelson-Denny Reading Survey	Riverside, 1993 Brown, Fishco	Vocabulary development, comprehension, and reading rate	45 minutes Age: 14.0-Adult	$50.25; answer sheets & sup-port documents extra
Diagnostic Assessments of Reading (DAR)	Riverside, 1992 Roswell, Chall	Six tests of reading and language; word recognition, word analysis, oral reading, silent reading comprehension, spelling, and word meaning	20-30 minutes Multilevel, ungraded format	$133.75
Burns/Roe Informal Reading Inventory (B/RIRI)	Riverside, 1999 Roe	Comprehension, retellings, graded word lists used to determine placement of graded reading selections encourages both quantitative & qualitative analysis of student's reading behavior	Individual Age: 5.6- 18.0*	$49.16
Ekwall/Shanker Reading Inventory (ESRI)	Allyn & Bacon, 1997 Ekwall, Shanker	Battery that may be used selectively as a quick screening, individual diagnosis. Word identification, comprehension, listening comprehension, phonics, structural analysis, contractions, reading interest	Individual Grade 1- Grade 9	$48.48

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Formal Assessment

Assessments for Middle and High Reading

Name of assessment	Publisher	What it assesses	Time to administer	Cost
Classroom Reading Inventory-Eighth Edition (CRI)	McGraw Hill, 1997 Silvaroli	Form A: traditional format of informal reading inventory. Form B: reader response format; making predictions, fluency, retellings	Individual Age: 6.0 – 18.0*	$43.75
The Stieglitz Informal Reading Inventory –Second edition	Allyn and Bacon, 1997 Stieglitz	Target words presented in sentences to determine placement for reading passage. Expository and narrative text used in passages. Word recognition and comprehension assessed.	Individual Emergent Reader through Eighth grade	$29.41 (out of print)
Qualitative Reading Inventory- Third edition (QRI-3)	Allyn and Bacon, 2000	Assesses oral reading accuracy, rate, strategies, comprehension, word identification	Individual Grades: K- Middle level	$44
Gray Oral Reading Tests Fourth Edition (GORT4)	AGS Publishing, 1991 PRO-ED, 1991	Provides an efficient and objective measure of growth in oral reading and an aid in the diagnosis of oral reading difficulties.	Individual Age: 6.0-18.11i	$189
Test of Pragmatic Language (TOPL)	PRO-ED, 1992	Comprehensive assessment of students' ability to effectively use pragmatic language	45 minutes Individual Age: 5.0-13.11	$134

Formal Assessment

Assessments for Middle and High Reading

Name of assessment	Publisher	What it assesses	Time to administer	Cost
Comprehensive Receptive and Expressive Vocabulary Test (CREVT-2)	PRO-ED, 2002	Identify discrepancies between receptive and expressive oral vocabulary	20-30 minutes Individual Age: 4.0-89.11	$219
Language Processing Test -Revised	PRO-ED, 1995	Assess student ability to organize information and make sense of what they hear. (listening comprehension)	35 minutes Individual Age: 5.0-11.0	$94
Language Assessment Scales Reading/Writing (LASR/W)	CTB/McGraw-Hill, Duncan, DeAvila	Grades 4-6 Form 2A & 2B assess vocabulary, mechanics, fluency, reading for information, finishing sentences, sentence writing, & story writing sample. Grades 7-9*, form 3A & 3B assess synonyms, fluency, antonyms, mechanics, reading for information, sentence and story writing samples	Grade: 2-12	$51-68 per level; 35 books per level
Gates-MacGinitie Reading Tests-Fourth edition	Riverside, 1998	General assessment of reading achievement, vocabulary/word knowledge, comprehension	55-105 minutes Individual or group PreK-12	$73.50 reusable

Formal Assessment

Assessments for Middle and High Reading

Name of assessment	Publisher	What it assesses	Time to administer	Cost
Woodcock Reading Mastery Tests-Revised	AGS Publishing, 1998	Initial screening and diagnostic tool; evaluate visual auditory learning, letter identification, word identification, word attack, word comprehension, & passage comprehension	90 minutes Individual K-12	$386.95
Test of Written Spelling-4	PRO-ED	Identifies strengths and weaknesses in spelling and writing patterns	20 minutes Age: 6.0 –18.11	$79
Peabody Individual Achievement Test-Revised (PIAT-R)	AGS Publishing, 1998	Evaluates/screens reading recognition, comprehension, spelling, general information, and written expression.	60 minutes Individual Grades: K-12	$342.95
Stanford Diagnostic Reading Test-4 (SDRT-4)	Harcourt, Inc.	Identifies specific strengths & weaknesses in phonetic analysis, vocabulary, comprehension, and scanning	90 minutes Group Grades: 1-12	800-211-8378
Analytical Reading Inventory (6th ed.)	Prentice Hall Woods, Moe	Contains narrative and expository passages designed to assess level of instruction, strategies to recognize words and comprehend books, oral & silent reading performance	Individual K-12	$42

Multiple Assessments

The school utilizes multiple informal and formal evaluation and assessment strategies in literacy to continuously monitor and modify literacy instruction to meet student needs and support proficient student work.

Formal Assessment

Informal Assessment

PERKS - Multiple Assessment